

Vermont Mental Health Performance Indicator Project

DDMHS, Weeks Building, 103 South Main Street, Waterbury, VT 05671-1601 (802-241-2638)

MEMORANDUM

TO: Vermont Mental Health Performance Indicator Project
Advisory Group and Interested Parties

FROM: John Pandiani
Monica Simon

DATE: October 19, 2001

RE: Education Test Performance

School performance is one of the most widely mentioned measures of children and adolescents' "...ability to effectively fulfill social and role-related functions"¹. The increasing availability of standardized school test scores has the potential to provide information on the relationship between school performance and participation in a variety of child and adolescent programs. This information can help educators, children's mental health service providers, and other child serving agencies to understand (and hopefully improve) the performance of systems of care for children and adolescents with emotional and behavioral disorders.²

The analysis reported here continues our exploration of the ability to use standardized test scores to provide the kind of information that will help us understand the relationship between children's services and school performance³. This analysis addresses the question, "How do the young people served by public sector human service agencies compare to other students in terms of school performance?" This question will be addressed by comparing the school performance of recipients of services from each of three child-serving agencies (mental health, child protection, and special education for emotional and behavioral disorders) with the performance of students who were not served by these agencies. Our measure of school performance is the proportion of the young people in each treatment group who performed at or above standard on the Mathematics Skills Assessment tested at the expected grade level or were tested at that grade level one year later.

Future analyses will address the questions, "Does the school performance of recipients of children's services change over time, and is that change in performance different from any change in performance for the population of young people as a whole?"

The attached table and graphs provide an overview of the performance of recipients of children's services from the three service sectors and the performance of young people as a whole. As you will see, young people in Vermont who received public sector human services during the period under examination were significantly less likely to perform at or above the standard set by the State for their grade level on the Mathematics Skills Assessment. This difference was evident for both genders and for all grade levels under examination. There were no substantial differences among young people on the caseload of programs in the three different service sectors overall, or in the specified age and gender groups.

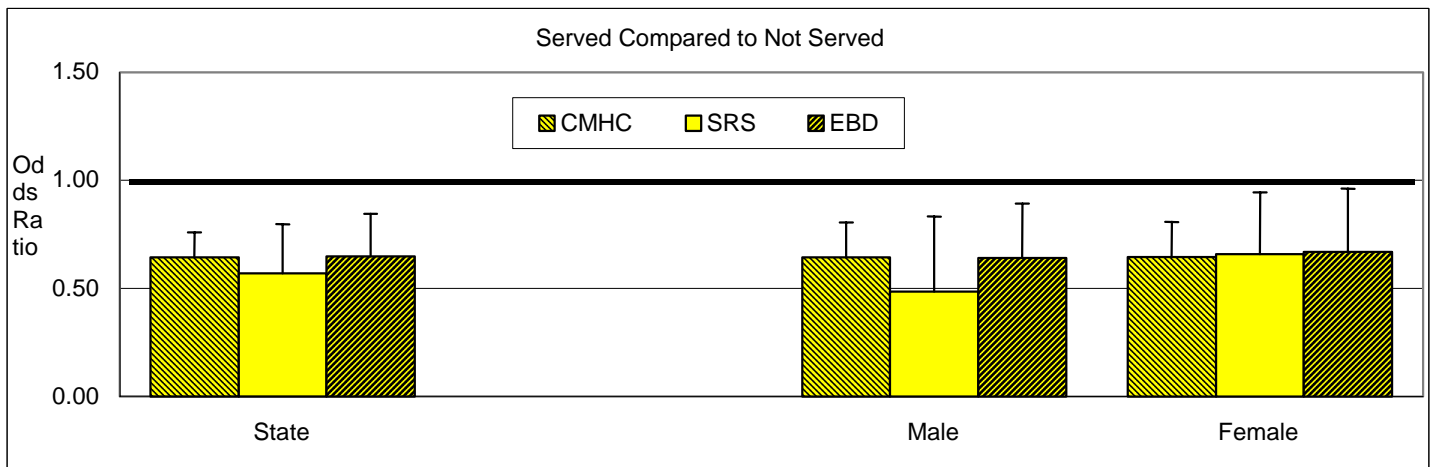
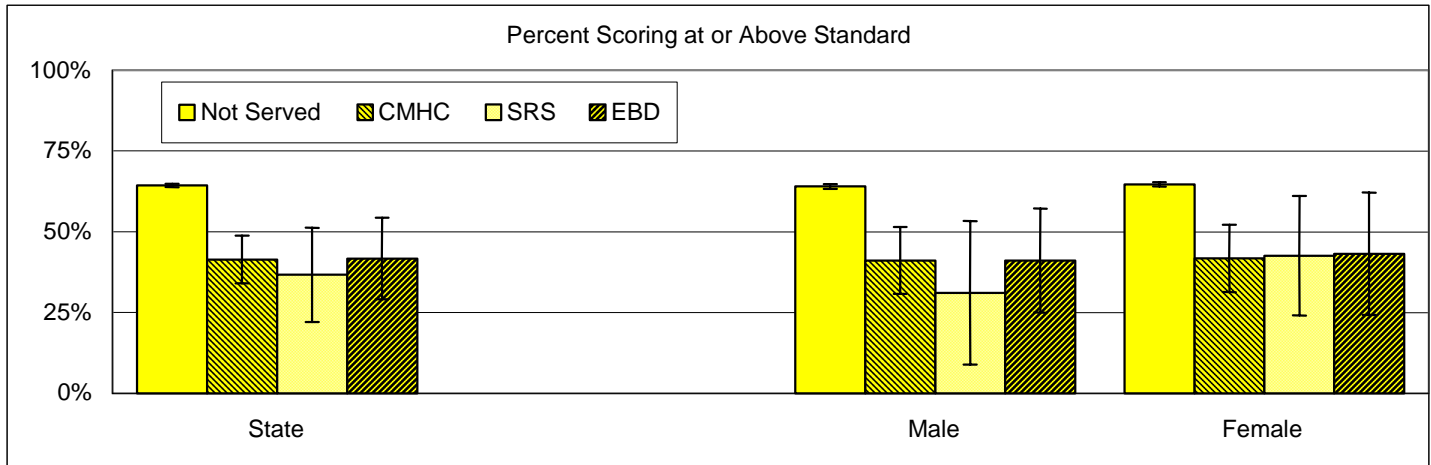
As always, we will be very interested in your interpretation of these findings. We will also like to receive your suggestions for further analysis regarding the relationship between educational test scores and performance in children's services in a variety of service sectors. Please address your comments and/or questions to jpandiani@ddmhs.state.vt.us or call John Pandiani at 802-241-2638.

References

- ¹ Rosenblatt, A. (1998). Assessing the child and family outcomes of systems of care for youth with serious emotional disturbance. In M.H. Epstein, K. Kutash, & A. Duchnowski (Eds.) *Outcomes for Children and Youth with Severe Emotional Disorders and Their Families*, pp. 329-361. Austin, TX: Pro-Ed.
- ² Pandiani, J.A., Schacht, L.M., Banks, S.M., (2001) After children's services: A longitudinal study of significant life events. *Journal of Emotional and Behavioral Disorders*, 9 (2): 131-138.
- ³ www.state.vt.us/dmh/Data/PIPs/2001/pip090701.pdf, www.state.vt.us/dmh/Data/PIPs/2001/pip092801.pdf

School Performance on Statewide Mathematics Skills Assessment

Young People Served by Child and Adolescent Programs During 1998 and 1999 and Other Young People, by Gender



	Number Tested				Scoring at or Above Standard			
	Served by...			Not Served	Served by...			Not Served
	CMHC	SRS	EBD		CMHC	SRS	EBD	
State	889 ± 70	312 ± 50	260 ± 34	19,195 ± 94	41% ± 7%	37% ± 15%	42% ± 13%	64% ± 1%
Male	479 ± 54	161 ± 40	183 ± 31	9,951 ± 75	41% ± 10%	31% ± 22%	41% ± 16%	64% ± 1%
Female	410 ± 46	151 ± 30	77 ± 15	9,243 ± 56	42% ± 10%	43% ± 18%	43% ± 19%	65% ± 1%

	Odds Ratio for Served by...		
	CMHC	SRS	EBD
State	0.64 ± 0.11	0.57 ± 0.23	0.65 ± 0.20
Male	0.64 ± 0.16	0.49 ± 0.35	0.64 ± 0.25
Female	0.65 ± 0.16	0.66 ± 0.29	0.67 ± 0.29

Child and Adolescent Programs include community mental health center (CMHC), child protection/juvenile justice (SRS), and special education programs for emotional and behavioral disorders (EBD). Analysis is based on data files provided by the departments of Developmental and Mental Health Services, Social and Rehabilitation Services, and Education. Analysis includes individuals who were tested on grade level or one year later.

Because these data do not share unique person identifiers, Probabilistic Population Estimation was used to provide unduplicated counts of individuals shared across data sets (with 95% confidence intervals). The Odds Ratio is the likeliness of served clients to score at or above standard as compared to individuals who were not served. An odds ratio of 1 indicates no difference in the proportion of young people scoring at or above the standard. An odds less than 1 indicates young people who were served are less likely to score at or above standard.